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QUESTIONS BOOKLET



GRADE 12 DIPLOMA EXAMINATION

English 30

Part B: Reading

June 1992

Alberta
EDUCATION

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**GRADE 12 DIPLOMA EXAMINATION
ENGLISH 30**

Part B: Reading

QUESTIONS BOOKLET

DESCRIPTION

Part B: Reading contributes 50% of the total English 30 Diploma Examination mark.

There are 70 questions in the Questions Booklet and eight reading selections in the Readings Booklet.

Total time allotted: 2 hours

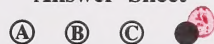
INSTRUCTIONS

- Be sure that you have an English 30 Questions Booklet and an English 30 Readings Booklet.
- You may **NOT** use a dictionary, thesaurus, or other reference materials.
- On the **ANSWER SHEET** provided, use **ONLY** an **HB** pencil to mark the **CORRECT** or **BEST** answer for each question. Fill in the circle that corresponds to your answer. For example:

Which month has 31 days?

- A. February
- B. April
- C. November
- D. December

Answer Sheet



- Mark only one answer for each question.
- If you change an answer, erase your first mark completely.
- Answer all questions.

JUNE 1992



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- I. Read “The Days of the Unicorns” on page 1 of your Readings Booklet and answer questions 1 to 9.**
1. If this poem is a reflection on the process of growing up, then the phrase “we shared the tensions of private property” (lines 5-6) most likely refers to the children’s
- A. fear of marauding trespassers
 - B. habit of conforming to adult expectations
 - C. uncertainty of the principles of human rights
 - D. desire to protect the intimacy of their inner worlds
2. The progression of this poem focuses on the aspect of growing up that involves
- A. a loss of curiosity
 - B. a receding of imagination
 - C. an increase in sophistication
 - D. an understanding of responsibility
3. The description of the unicorn in the second stanza as moving on “soft paws” instead of on hooves serves to reinforce the unicorn’s
- A. cat-like quality
 - B. primitive nature
 - C. unobtrusive quality
 - D. sharply defined image
4. That the unicorns satisfied a need in the children to express tenderness is suggested by the lines
- A. “the need to be alone” (line 7) and “ready to show their eyes and stare / us down” (lines 14-15)
 - B. “we turned and spoke the words / to console him” (lines 11-12) and “the grass was bent / by their own wilderness / and I pitied them” (lines 22-24)
 - C. “standing in their creamy / skins” (lines 15-16) and “the great dreams pass on” (line 38)
 - D. “the ladies were weaving them / into their spider looms” (lines 19-20) and “they came / perfectly real into our fictions” (lines 27-28)

Continued

5. Lines 25 to 28 suggest MOSTLY the speaker's
- A. sense of loss
 - B. reliance on memory
 - C. insistence on the truth
 - D. failure to accept change
6. Describing the disappearance of the unicorns in conjunction with the setting of the "courtly" sun (line 29) serves to create an impression of the unicorns'
- A. elegance
 - B. lightness
 - C. brilliance
 - D. delicacy
7. In the context of lines 29 to 32, the image of the unicorns' horns "lowering and lifting and lowering" reinforces the
- A. speaker's fading memory
 - B. agitation of the unicorns
 - C. permanence of the unicorns' presence
 - D. gradual diminishing of the imaginary world
8. As they relate to the progression of the poem, the lines that offer the MOST EFFECTIVE images of the contrast between childhood and adulthood are
- A. "the unicorns / roved in herds through the meadow / behind the cabin" (lines 1-3) and "we cabin ourselves in cold / and the motions of panic" (lines 34-35)
 - B. "tilting their jewelled / horns to the falling sun" (lines 4-5) and "But they moved on with the courtly sun" (line 29)
 - C. "as we walked along the beach / a solitary delicate beast / might follow" (lines 8-10) and "we could / touch and turn and they came" (lines 26-27)
 - D. "As if they knew that always beyond / and beyond" (lines 18-19) and "It was only yesterday, or seems / like only yesterday" (lines 25-26)
9. The juxtaposition in the phrase "performing music and extinction" (line 37) suggests that the stress of adult life is characterized by
- A. duty
 - B. anxiety
 - C. generosity
 - D. contradictions

II. Read the excerpt from “The Wrong Ism” on pages 2 and 3 of your Readings Booklet and answer questions 10 to 18.

- 10.** The “real flowers” (line 10) of regionalism means the
- A.** common roots
 - B.** rural character
 - C.** popular recognition
 - D.** genuine representation
- 11.** According to the author, loyalty to a region is largely
- A.** unconscious and instinctive
 - B.** accidental and inconsistent
 - C.** traditional and historical
 - D.** systematic and planned
- 12.** The passionate nature of regionalism is **MOST VIVIDLY** represented by the phrase
- A.** “a deep attachment to its landscape and speech” (line 13)
 - B.** “its food and drink, its songs and jokes” (line 14)
 - C.** “A threat to it is a knife pointing at the heart” (lines 19-20)
 - D.** “It would be better to die fighting” (lines 22-23)
- 13.** The author claims that nationalism is created by
- A.** exploiting feelings connected with regionalism
 - B.** combining regionalism and internationalism
 - C.** eroding regional lifestyles
 - D.** eliminating power struggles
- 14.** Nationalism is distinguished from regionalism **MAINLY** by the
- A.** motives of the people involved
 - B.** political structures and institutions
 - C.** relative size of the geographical areas involved
 - D.** resourcefulness of the government representatives

Continued

15. What the author dislikes about the term “internationalism” (line 45) is its connotation of
- A. subversive research
 - B. extended government
 - C. big business interests
 - D. potential global problems
16. The people MOST LIKELY to support the “wrong ism” (line 58) are
- A. “intellectuals and writers” (line 15)
 - B. “power-men and political manipulators” (line 27)
 - C. “peasants and labourers” (line 41)
 - D. “entrepreneurs and impresarios” (line 47)
17. The author figuratively sums up his evaluation of the “isms” in
- A. “It is like a bunch of flowers made of plastics” (lines 8-9)
 - B. “Ambition and a love of power can eat like acid” (line 33)
 - C. “the rotten meat between the two healthy slices of bread” (lines 59-60)
 - D. “drunk with power . . . and poisons the very air” (lines 64-65)
18. The author’s MAIN purpose in this essay is to
- A. acknowledge the virtues of regionalism
 - B. weigh and consider the virtues of all “isms”
 - C. demonstrate that nationalism contaminates regionalism and internationalism
 - D. illustrate how nationalism is dependent on regionalism and internationalism

III. Read the excerpt from *Medea* on pages 4 to 6 of your Readings Booklet and answer questions 19 to 27.

- 19.** In lines 1 to 8, Creon declares that
- A. Medea and her children are an evil influence in Corinth
 - B. Medea's anger is understandable under the circumstances
 - C. he shall not rest until Medea and her children are banished
 - D. he fears for Medea's safety if she fails to accept her banishment
- 20.** Medea's response to Creon's command (lines 9-14) reflects her
- A. anger and resignation
 - B. frustration and resolve
 - C. spite and disillusionment
 - D. despair and bewilderment
- 21.** In lines 33 to 44, Medea claims that her reputation is based MAINLY on
- A. her foreign origins
 - B. her helplessness as a mother
 - C. the political mismanagement of others
 - D. the ignorance and jealousy of others
- 22.** In line 41, "that sin" refers to Medea's
- A. vanity
 - B. wisdom
 - C. foolishness
 - D. helplessness
- 23.** The implication of Medea's questions in lines 46 to 50 is that she
- A. fears those in power
 - B. is not a threat to Creon
 - C. requires Creon's pardon
 - D. is frustrated by powerlessness

Continued

24. When Medea professes the innocence of her motivations (lines 53-57), she causes Creon to
- A. accept her defeat
 - B. suspect her even more
 - C. pity her vulnerability
 - D. reaffirm his own virtuousness
25. Creon's statement "A woman quick of wrath . . . Is easier watching than the cold and still" (lines 62-63) suggests that anger is more dangerous when it is
- A. violent
 - B. impulsive
 - C. vindictive
 - D. calculated
26. Creon justifies the "tenderness" in his change of decision (lines 94-105) on the grounds that
- A. Medea's children depend on him
 - B. little harm can be done in a day
 - C. his suspicions have been allayed
 - D. he is known for his wise judgment
27. In Creon's final speech, the phrases "marred the chime" (line 95), "mere folly" (line 97), and "dread yet haunteth me" (line 105) serve to convey his sense of
- A. control
 - B. generosity
 - C. foreboding
 - D. reconciliation

IV. Read the excerpt from *The Diviners* on pages 7 to 9 of your Readings Booklet and answer questions 28 to 35.

- 28.** The opening sentence of this excerpt serves to
- A. establish the setting
 - B. reveal Morag's biased perspective
 - C. create an effective image of the force of gravity
 - D. introduce the sense of ambiguity that haunts Morag
- 29.** That Morag notes that Pique's letter deserves "some marks for style" (line 16) **MOST LIKELY** reflects Morag's appreciation of its
- A. emotional impact
 - B. depth of meaning
 - C. clearly established purpose
 - D. effective use of imagery and allusion
- 30.** In line 17, the statement "It was not funny" indicates that Morag is
- A. angry that Pique had chosen to leave a note
 - B. chiding herself for lacking a sense of humor
 - C. offended by the idea of comparing Pique and Shakespeare
 - D. reminding herself not to be distracted by indulgent observations
- 31.** To Morag, "river-slaying" (lines 30-32) is evil **MAINLY** because
- A. it destroys one of life's constants
 - B. it would be politically unsound
 - C. water is a fluid element
 - D. water is cleansing

Continued

32. Morag's quest for understanding is MOST CLEARLY suggested by
- A. "Morag watched, trying to avoid thought, but this ploy was not successful" (lines 7-8)
 - B. "Left to itself, the river would probably go on like this, flowing deep, for another million or so years" (lines 29-30)
 - C. "Morag always felt she was about to learn something of great significance from him, something which would explain everything" (lines 37-39)
 - D. "Something about Pique's going, apart from the actual departure itself, was unresolved" (lines 61-62)
33. In this passage, the river serves to reflect the
- A. inevitable deaths
 - B. mysteries of life
 - C. limitations of time
 - D. predictable changes
34. Morag is preoccupied with her choice of words in lines 27 and 28 as well as lines 45 to 49 because she
- A. knows she is growing old
 - B. wants to capture the truth
 - C. is trying to unravel the past
 - D. wants to leave a flawless record
35. The statement "These photographs from the past never agreed to get lost" (line 68) serves as
- A. a trivial comment that reflects common character flaws
 - B. a humorous detail that reflects elements of the setting
 - C. a descriptive detail that develops the central image of the passage
 - D. an ironic comment that develops into one of the themes of the passage

V. Read the excerpt from *King Richard the Second*, Act I, Scene iii, on pages 10 to 12 of your Readings Booklet and answer questions 36 to 45.

- 36.** The MAJOR feature of the banishment oath (lines 5-12) is its
- A. unfair severity
 - B. all-inclusiveness
 - C. sympathetic tone
 - D. uneven emphasis
- 37.** In lines 23 to 25, Mowbray asserts that
- A. his life is damned because he is a traitor
 - B. his life is meaningless now that he has been banished
 - C. he would prefer not to have lived if he were a traitor
 - D. he has been banished from life as well as from England
- 38.** In lines 26 and 27, Mowbray implies that
- A. he will not confess to Bolingbroke
 - B. the King shall regret his decision
 - C. he and Bolingbroke are partners in crime
 - D. the King knows that Bolingbroke is innocent
- 39.** The King's statement to John of Gaunt "Thy sad aspect / Hath from the number of his banish'd years / Pluck'd four away" (lines 31-33) reveals the King's
- A. arrogance
 - B. astuteness
 - C. compassion
 - D. directness
- 40.** Metonymy is used effectively to convey that royal decree is all-powerful in the phrase
- A. "such is the breath of kings" (line 37)
 - B. "But not a minute, King, that thou canst give" (line 48)
 - C. "thy kingdom cannot buy my breath" (line 54)
 - D. "the King did banish thee" (line 102)

Continued

41. John of Gaunt says “But little vantage shall I reap thereby” (line 40) because
- A. in six years his son may be dead
 - B. he will not know where his son is
 - C. in four years his son could return to England
 - D. he expects to die before he sees his son again
42. In lines 61 and 62, John of Gaunt suggests that he
- A. believed he was judging someone else
 - B. knows his son will benefit from punishment
 - C. reacts kindly to all who are wrongly accused
 - D. reacted excessively in his need to be impartial
43. The tone of John of Gaunt’s speeches to his son after the king leaves is
- A. stern
 - B. encouraging
 - C. hypocritical
 - D. disheartened
44. In lines 100 and 101, John of Gaunt advises his son to
- A. prove his innocence to the king
 - B. accept the challenge of his predicament
 - C. let his courage be an example to others
 - D. set out upon his banishment with caution
45. Bolingbroke’s reply to his father in lines 117 to 126 reinforces the idea that
- A. vengeance serves to increase sadness
 - B. resentment is a natural product of joy
 - C. knowledge of pleasure makes pain more intense
 - D. frustration is an effective stimulus for perseverance

- VI. Read the excerpt from “The Enigma of the Inherited Image” on pages 13 and 14 of your Readings Booklet and answer questions 46 to 53.**
- 46.** Comparing the “multitude of tiny turtles” to a “field of sprinters” (lines 5-6) serves MAINLY to
- A. suggest the turtles’ adaptability
 - B. reinforce the turtles’ competitive spirit
 - C. show a similarity between turtles and people
 - D. create a vivid image of the turtles’ response
- 47.** The concept of the “trans- or super-individual” (lines 20-21) can be BEST explained as the
- A. ability of a creature to survive
 - B. ability of a creature to change its function
 - C. living entity that externally directs a creature
 - D. mysterious force that internally guides a creature
- 48.** The references to the turtles, the chicks, and the child all serve to exemplify
- A. “the inherited enemy . . . sleeping in the nervous system” (lines 33-34)
 - B. “the obsolete reaction of the flight to cover” (line 39)
 - C. “two fundamentally different systems” (line 47)
 - D. “forgotten, neglected, or suppressed memory images” (line 49)
- 49.** According to the author, the difference between the “personal unconscious” (line 48) and the “collective unconscious” (line 52) is that the
- A. personal unconscious is a motivator
 - B. collective unconscious contains archetypal images
 - C. collective unconscious is based on group experience
 - D. personal unconscious is based on the mysteries of metaphysics
- 50.** In this discussion, what the author finds most remarkable is that
- A. newborn creatures are very alert
 - B. supernatural forces are always at work
 - C. threatening images are easily recognizable
 - D. creatures recognize what they have never experienced

Continued

51. The author regards the phenomena of the natural world as being MAINLY
- A. precisely ordered
 - B. confusingly erratic
 - C. inscrutably purposeful
 - D. predictably evolutionary
52. The author's purpose is MAINLY to
- A. clarify and reform
 - B. persuade and infer
 - C. examine and consider
 - D. challenge and refute
53. The phrase that MOST DIRECTLY alludes to the subject of this essay is
- A. "at the crack of the gun" (line 6)
 - B. "some accident of art" (line 37)
 - C. "'some very deep chord'" (lines 43-44)
 - D. "the personal unconscious" (line 48)

VII. Read “The Children of Photographers” on page 15 of your Readings Booklet and answer questions 54 to 61.

- 54.** In this poem, Master Jonathan Butthall is contrasted MOST DIRECTLY with
- A. “parents / who could afford to pay” (lines 11-12)
 - B. “the children of photographers” (line 16)
 - C. “the storm in the treetops” (line 24)
 - D. “the darkroom” (line 30)
- 55.** The “mirror” in line 5 is actually a
- A. painting
 - B. candy tin
 - C. photograph
 - D. kaleidoscope
- 56.** The speaker uses the parenthetical phrase “longevity at least” (line 9) to
- A. indicate the fame of the artist
 - B. confirm the meaning of “arrogant”
 - C. indicate the wealth of the parents
 - D. qualify the meaning of “immortality”
- 57.** The “solitary image of the vanished years” (line 13) refers to the
- A. portrait of youth
 - B. aging of the speaker
 - C. fading of photographs
 - D. history of photography
- 58.** Master Jonathan Butthall was able to “turn his back on such a wilderness” (line 14) because he
- A. belonged to an accomplished family
 - B. had only one fixed image of himself
 - C. lacked the confidence to confront difficulties
 - D. was proud of the commercial use of his portrait

Continued

59. In context, the phrase “shattering mirrors into kaleidoscopes” (line 21) suggests
- A. confusion
 - B. resentment
 - C. excitement
 - D. achievement
60. The PRIMARY purpose of lines 25 to 28 is to contrast
- A. present and future
 - B. children and adults
 - C. confidence and doubt
 - D. disdain and cowardice
61. The background of “wind-swept trees” (line 1) becomes, by the end of the poem, a
- A. metaphor for uncertainty
 - B. confirmation of artistry
 - C. symbol of radical behavior
 - D. literal description of the setting

VIII. Read “The Last Lesson” on pages 16 to 19 of your Readings Booklet and answer questions 62 to 70.

- 62.** The opening phrase “That morning” (line 1) has the effect MAINLY of stressing the
- A. informal structure of the narrative
 - B. particular significance of the incident
 - C. youthfulness and innocence of the boy
 - D. narrator’s careful selection of his material
- 63.** As he reads the notice at the town hall, the blacksmith comments to Franz “‘Not so fast, child! You will reach your school soon enough!’” (line 18). This comment serves to
- A. suggest the blacksmith’s kindness
 - B. indicate that Franz was habitually late
 - C. foreshadow the implications of the notice
 - D. illustrate the blacksmith’s sense of humor
- 64.** The impact upon Franz of his entry into the schoolroom is heightened by the contrast between
- A. the blacksmith and the schoolmaster
 - B. his youthfulness and the maturity of the adults
 - C. the behavior of the children and of the visitors
 - D. his expectations and the actual details of the setting
- 65.** Lines 70 to 72 emphasize the villagers’ admiration of Monsieur Hamel’s
- A. dedication
 - B. patriotism
 - C. knowledge
 - D. courage
- 66.** In the context of the story as a whole, “that famous rule” of French grammar (line 75) symbolizes
- A. cultural strength and pride
 - B. professional qualification
 - C. individual accomplishment
 - D. cultural rigidity and resistance

Continued

67. The word “culprit” (line 85) is chosen to imply that Alsatians were culpable of
- A. greed
 - B. neglect
 - C. revenge
 - D. stubbornness
68. The implication of lines 93 to 97 is that the French language
- A. was the means by which Alsace could maintain its culture
 - B. would eventually dominate the whole Prussian empire
 - C. would comfort the people of Alsace while they were under Prussian rule
 - D. was what made the people of Alsace superior to their Prussian invaders
69. The sounds of the clock, the Angelus, and the trumpet (lines 134-136) serve as
- A. symbols of the prevailing state of war
 - B. identifying features of the Alsatian culture
 - C. dramatic signals of the climax of emotional tension
 - D. concrete representations of Monsieur Hamel’s character
70. That Monsieur Hamel is unable to speak in line 139 is MOST LIKELY evidence of his
- A. anguish
 - B. exhaustion
 - C. frustration
 - D. indignation

ENGLISH 30: PART B

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